

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 2-3.25a, 2-3.25c, 2-3.25d, 2-3.25e-5, 2-3.25f, 2-3.136, 7-8,
6 10-17a, 10-29, 11E-120, and 21B-70 and by adding Section
7 2-3.25d-5 as follows:

8 (105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)

9 Sec. 2-3.25a. "School district" defined; additional
10 standards.

11 (a) For the purposes of this Section and Sections 3.25b,
12 3.25c, 3.25d, 3.25e, and 3.25f of this Code, "school district"
13 includes other public entities responsible for administering
14 public schools, such as cooperatives, joint agreements,
15 charter schools, special charter districts, regional offices
16 of education, local agencies, and the Department of Human
17 Services.

18 (b) In addition to the standards established pursuant to
19 Section 2-3.25, the State Board of Education shall develop
20 recognition standards for student performance and school
21 improvement for all ~~in all public schools operated by~~ school
22 districts and their individual schools, which must be an
23 outcomes-based, balanced accountability measure. ~~The~~

1 ~~indicators to determine adequate yearly progress shall be~~
2 ~~limited to the State assessment of student performance in~~
3 ~~reading and mathematics, student attendance rates at the~~
4 ~~elementary school level, graduation rates at the high school~~
5 ~~level, and participation rates on student assessments. The~~
6 ~~standards shall be designed to permit the measurement of~~
7 ~~student performance and school improvement by schools and~~
8 ~~school districts compared to student performance and school~~
9 ~~improvement for the preceding academic years.~~

10 Subject to the availability of federal, State, public, or
11 private funds, the balanced accountability measure must be
12 designed to focus on 2 components, student performance and
13 professional practice. The student performance component shall
14 count for 30% of the total balanced accountability measure, and
15 the professional practice component shall count for 70% of the
16 total balanced accountability measure. The student performance
17 component shall focus on student outcomes and closing the
18 achievement gaps within each school district and its individual
19 schools using a Multiple Measure Index and Annual Measurable
20 Objectives, as set forth in Section 2-3.25d of this Code. The
21 professional practice component shall focus on the degree to
22 which a school district, as well as its individual schools, is
23 implementing evidence-based, best professional practices and
24 exhibiting continued improvement. Beginning with the 2015-2016
25 school year, the balanced accountability measure shall consist
26 of only the student performance component, which shall account

1 for 100% of the total balanced accountability measure. From the
2 2016-2017 school year through the 2021-2022 school year, the
3 State Board of Education and a Balanced Accountability Measure
4 Committee shall identify a number of school districts per the
5 designated school years to begin implementing the balanced
6 accountability measure, which includes both the student
7 performance and professional practice components. By the
8 2021-2022 school year, all school districts must be
9 implementing the balanced accountability measure, which
10 includes both components. The Balanced Accountability Measure
11 Committee shall consist of the following individuals: a
12 representative of a statewide association representing
13 regional superintendents of schools, a representative of a
14 statewide association representing principals, a
15 representative of an association representing principals in a
16 city having a population exceeding 500,000, a representative of
17 a statewide association representing school administrators, a
18 representative of a statewide professional teachers'
19 organization, a representative of a different statewide
20 professional teachers' organization, an additional
21 representative from either statewide professional teachers'
22 organization, a representative of a professional teachers'
23 organization in a city having a population exceeding 500,000, a
24 representative of a statewide association representing school
25 boards, and a representative of a school district organized
26 under Article 34 of this Code. The head of each association or

1 entity listed in this paragraph shall appoint its respective
2 representative. The State Superintendent of Education, in
3 consultation with the Committee, may appoint no more than 2
4 additional individuals to the Committee, which individuals
5 shall serve in an advisory role and must not have voting or
6 other decision-making rights. The Committee is abolished on
7 June 1, 2022.

8 Using a Multiple Measure Index consistent with subsection
9 (a) of Section 2-3.25d of this Code, the student performance
10 component shall consist of the following subcategories, each of
11 which must be valued at 10%:

12 (1) achievement status;

13 (2) achievement growth; and

14 (3) Annual Measurable Objectives, as set forth in
15 subsection (b) of Section 2-3.25d of this Code.

16 Achievement status shall measure and assess college and career
17 readiness, as well as the graduation rate. Achievement growth
18 shall measure the school district's and its individual schools'
19 student growth via this State's growth value tables. Annual
20 Measurable Objectives shall measure the degree to which school
21 districts, as well as their individual schools, are closing
22 their achievement gaps among their student population and
23 subgroups.

24 The professional practice component shall consist of the
25 following subcategories:

26 (A) compliance;

1 (B) evidence-based best practices; and

2 (C) contextual improvement.

3 Compliance, which shall count for 10%, shall measure the degree
4 to which a school district and its individual schools meet the
5 current State compliance requirements. Evidence-based best
6 practices, which shall count for 30%, shall measure the degree
7 to which school districts and their individual schools are
8 adhering to a set of evidence-based quality standards and best
9 practice for effective schools that include (i) continuous
10 improvement, (ii) culture and climate, (iii) shared
11 leadership, (iv) governance, (v) education and employee
12 quality, (vi) family and community connections, and (vii)
13 student and learning development and are further developed in
14 consultation with the State Board of Education and the Balanced
15 Accountability Measure Committee set forth in this subsection
16 (b). Contextual improvement, which shall count for 30%, shall
17 provide school districts and their individual schools the
18 opportunity to demonstrate improved outcomes through local
19 data, including without limitation school climate, unique
20 characteristics, and barriers that impact the educational
21 environment and hinder the development and implementation of
22 action plans to address areas of school district and individual
23 school improvement. Each school district, in good faith
24 cooperation with its teachers or, where applicable, the
25 exclusive bargaining representatives of its teachers, shall
26 develop 2 measurable objectives to demonstrate contextual

1 improvement, each of which must be equally weighted. Each
2 school district shall begin such good faith cooperative
3 development of these objectives no later than 6 months prior to
4 the beginning of the school year in which the school district
5 is to implement the professional practice component of the
6 balanced accountability measure. The professional practice
7 component must be scored using trained peer review teams that
8 observe and verify school district practices using an
9 evidence-based framework.

10 The balanced accountability measure shall combine the
11 student performance and professional practice components into
12 one summative score based on 100 points at the school district
13 and individual-school level. A school district shall be
14 designated as "Exceeds Standards - Exemplar" if the overall
15 score is 100 to 90, "Meets Standards - Proficient" if the
16 overall score is 89 to 75, "Approaching Standards - Needs
17 Improvement" if the overall score is 74 to 60, and "Below
18 Standards - Unsatisfactory" if the overall score is 59 to 0.
19 The balanced accountability measure shall also detail both
20 incentives that reward school districts for continued improved
21 performance, as provided in Section 2-3.25c of this Code, and
22 consequences for school districts that fail to provide evidence
23 of continued improved performance, which may include
24 presentation of a barrier analysis, additional school board and
25 administrator training, or additional State assistance. Based
26 on its summative score, a school district may be exempt from

1 the balanced accountability measure for one or more school
2 years. The State Board of Education, in collaboration with the
3 Balanced Accountability Measure Committee set forth in this
4 subsection (b), shall adopt rules that further implementation
5 in accordance with the requirements of this Section.

6 (Source: P.A. 96-734, eff. 8-25-09.)

7 (105 ILCS 5/2-3.25c) (from Ch. 122, par. 2-3.25c)

8 Sec. 2-3.25c. Rewards ~~and acknowledgements~~. The State
9 Board of Education shall implement a system of rewards for
10 school districts, and the schools themselves, through a process
11 that recognizes (i) high-poverty, high-performing schools that
12 are closing achievement gaps and excelling in academic
13 achievement; (ii) schools that have sustained high
14 performance; (iii) schools that have substantial growth
15 performance over the 3 years immediately preceding the year in
16 which recognition is awarded; and (iv) schools that have
17 demonstrated the most progress, in comparison to schools
18 statewide, in closing the achievement gap among various
19 subgroups of students in the 3 years immediately preceding the
20 year in which recognition is awarded ~~whose students and schools~~
21 ~~consistently meet adequate yearly progress criteria for 2 or~~
22 ~~more consecutive years and a system to acknowledge schools and~~
23 ~~districts that meet adequate yearly progress criteria in a~~
24 ~~given year as specified in Section 2-3.25d of this Code.~~

25 ~~If a school or school district meets adequate yearly~~

1 ~~progress criteria for 2 consecutive school years, that school~~
2 ~~or district shall be exempt from review and approval of its~~
3 ~~improvement plan for the next 2 succeeding school years.~~

4 (Source: P.A. 93-470, eff. 8-8-03.)

5 (105 ILCS 5/2-3.25d) (from Ch. 122, par. 2-3.25d)

6 Sec. 2-3.25d. Multiple Measure Index and Annual Measurable
7 Objectives ~~Academic early warning and watch status.~~

8 (a) Consistent with subsection (b) of Section 2-3.25a of
9 this Code, the State Board of Education shall establish a
10 Multiple Measure Index and Annual Measurable Objectives for
11 each public school in this State that address the school's
12 overall performance in terms of both academic success and
13 equity. At a minimum, "academic success" shall include measures
14 of college and career readiness, growth, and the graduation
15 rate. At a minimum, "equity" shall include both the academic
16 growth and college and career readiness of each school's
17 subgroups of students. ~~Beginning with the 2005 2006 school~~
18 ~~year, unless the federal government formally disapproves of~~
19 ~~such policy through the submission and review process for the~~
20 ~~Illinois Accountability Workbook, those schools that do not~~
21 ~~meet adequate yearly progress criteria for 2 consecutive annual~~
22 ~~calculations in the same subject or in their participation~~
23 ~~rate, attendance rate, or graduation rate shall be placed on~~
24 ~~academic early warning status for the next school year. Schools~~
25 ~~on academic early warning status that do not meet adequate~~

1 ~~yearly progress criteria for a third annual calculation in the~~
2 ~~same subject or in their participation rate, attendance rate,~~
3 ~~or graduation rate shall remain on academic early warning~~
4 ~~status. Schools on academic early warning status that do not~~
5 ~~meet adequate yearly progress criteria for a fourth annual~~
6 ~~calculation in the same subject or in their participation rate,~~
7 ~~attendance rate, or graduation rate shall be placed on initial~~
8 ~~academic watch status. Schools on academic watch status that do~~
9 ~~not meet adequate yearly progress criteria for a fifth or~~
10 ~~subsequent annual calculation in the same subject or in their~~
11 ~~participation rate, attendance rate, or graduation rate shall~~
12 ~~remain on academic watch status. Schools on academic early~~
13 ~~warning or academic watch status that meet adequate yearly~~
14 ~~progress criteria for 2 consecutive calculations shall be~~
15 ~~considered as having met expectations and shall be removed from~~
16 ~~any status designation.~~

17 ~~The school district of a school placed on either academic~~
18 ~~early warning status or academic watch status may appeal the~~
19 ~~status to the State Board of Education in accordance with~~
20 ~~Section 2-3.25m of this Code.~~

21 ~~A school district that has one or more schools on academic~~
22 ~~early warning or academic watch status shall prepare a revised~~
23 ~~School Improvement Plan or amendments thereto setting forth the~~
24 ~~district's expectations for removing each school from academic~~
25 ~~early warning or academic watch status and for improving~~
26 ~~student performance in the affected school or schools.~~

1 ~~Districts operating under Article 34 of this Code may prepare~~
2 ~~the School Improvement Plan required under Section 34-2.4 of~~
3 ~~this Code.~~

4 ~~The revised School Improvement Plan for a school that is~~
5 ~~initially placed on academic early warning status or that~~
6 ~~remains on academic early warning status after a third annual~~
7 ~~calculation must be approved by the school board (and by the~~
8 ~~school's local school council in a district operating under~~
9 ~~Article 34 of this Code, unless the school is on probation~~
10 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

11 ~~The revised School Improvement Plan for a school that is~~
12 ~~initially placed on academic watch status after a fourth annual~~
13 ~~calculation must be approved by the school board (and by the~~
14 ~~school's local school council in a district operating under~~
15 ~~Article 34 of this Code, unless the school is on probation~~
16 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

17 ~~The revised School Improvement Plan for a school that~~
18 ~~remains on academic watch status after a fifth annual~~
19 ~~calculation must be approved by the school board (and by the~~
20 ~~school's local school council in a district operating under~~
21 ~~Article 34 of this Code, unless the school is on probation~~
22 ~~pursuant to subsection (c) of Section 34-8.3 of this Code). In~~
23 ~~addition, the district must develop a school restructuring plan~~
24 ~~for the school that must be approved by the school board (and~~
25 ~~by the school's local school council in a district operating~~
26 ~~under Article 34 of this Code).~~

1 ~~A school on academic watch status that does not meet~~
2 ~~adequate yearly progress criteria for a sixth annual~~
3 ~~calculation shall implement its approved school restructuring~~
4 ~~plan beginning with the next school year, subject to the State~~
5 ~~interventions specified in Sections 2-3.25f and 2-3.25f-5 of~~
6 ~~this Code.~~

7 (b) Beginning in 2015, all schools shall receive Annual
8 Measurable Objectives that will provide annual targets for
9 progress of each school's Multiple Measure Index. Each element
10 of the Multiple Measure Index shall have an Annual Measurable
11 Objective. ~~Beginning with the 2005-2006 school year, unless the~~
12 ~~federal government formally disapproves of such policy through~~
13 ~~the submission and review process for the Illinois~~
14 ~~Accountability Workbook, those school districts that do not~~
15 ~~meet adequate yearly progress criteria for 2 consecutive annual~~
16 ~~calculations in the same subject or in their participation~~
17 ~~rate, attendance rate, or graduation rate shall be placed on~~
18 ~~academic early warning status for the next school year.~~
19 ~~Districts on academic early warning status that do not meet~~
20 ~~adequate yearly progress criteria for a third annual~~
21 ~~calculation in the same subject or in their participation rate,~~
22 ~~attendance rate, or graduation rate shall remain on academic~~
23 ~~early warning status. Districts on academic early warning~~
24 ~~status that do not meet adequate yearly progress criteria for a~~
25 ~~fourth annual calculation in the same subject or in their~~
26 ~~participation rate, attendance rate, or graduation rate shall~~

1 ~~be placed on initial academic watch status. Districts on~~
2 ~~academic watch status that do not meet adequate yearly progress~~
3 ~~criteria for a fifth or subsequent annual calculation in the~~
4 ~~same subject or in their participation rate, attendance rate,~~
5 ~~or graduation rate shall remain on academic watch status.~~
6 ~~Districts on academic early warning or academic watch status~~
7 ~~that meet adequate yearly progress criteria for one annual~~
8 ~~calculation shall be considered as having met expectations and~~
9 ~~shall be removed from any status designation.~~

10 ~~A district placed on either academic early warning status~~
11 ~~or academic watch status may appeal the status to the State~~
12 ~~Board of Education in accordance with Section 2-3.25m of this~~
13 ~~Code.~~

14 ~~Districts on academic early warning or academic watch~~
15 ~~status shall prepare a District Improvement Plan or amendments~~
16 ~~thereto setting forth the district's expectations for removing~~
17 ~~the district from academic early warning or academic watch~~
18 ~~status and for improving student performance in the district.~~

19 ~~All District Improvement Plans must be approved by the~~
20 ~~school board.~~

21 (c) ~~All revised School and District Improvement Plans shall~~
22 ~~be developed in collaboration with parents, staff in the~~
23 ~~affected school or school district, and outside experts. All~~
24 ~~revised School and District Improvement Plans shall be~~
25 ~~developed, submitted, and monitored pursuant to rules adopted~~
26 ~~by the State Board of Education. The revised Improvement Plan~~

1 ~~shall address measurable outcomes for improving student~~
2 ~~performance so that such performance meets adequate yearly~~
3 ~~progress criteria as specified by the State Board of Education.~~

4 ~~All school districts required to revise a School Improvement~~
5 ~~Plan in accordance with this Section shall establish a peer~~
6 ~~review process for the evaluation of School Improvement Plans.~~

7 ~~(d)~~ All federal requirements apply to schools and school
8 districts utilizing federal funds under Title I, Part A of the
9 federal Elementary and Secondary Education Act of 1965.

10 ~~(e) The State Board of Education, from any moneys it may~~
11 ~~have available for this purpose, must implement and administer~~
12 ~~a grant program that provides 2-year grants to school districts~~
13 ~~on the academic watch list and other school districts that have~~
14 ~~the lowest achieving students, as determined by the State Board~~
15 ~~of Education, to be used to improve student achievement. In~~
16 ~~order to receive a grant under this program, a school district~~
17 ~~must establish an accountability program. The accountability~~
18 ~~program must involve the use of statewide testing standards and~~
19 ~~local evaluation measures. A grant shall be automatically~~
20 ~~renewed when achievement goals are met. The Board may adopt any~~
21 ~~rules necessary to implement and administer this grant program.~~

22 (Source: P.A. 98-1155, eff. 1-9-15.)

23 (105 ILCS 5/2-3.25d-5 new)

24 Sec. 2-3.25d-5. Priority and focus districts.

25 (a) Beginning in 2015, school districts designated as

1 priority districts shall be those that have one or more
2 priority schools. "Priority school" is defined as:

3 (1) a school that is among the lowest performing 5% of
4 schools in this State based on a 3-year average, with
5 respect to the performance of the "all students" group for
6 the percentage of students deemed proficient in
7 English/language arts and mathematics combined, and
8 demonstrates a lack of progress as defined by the State
9 Board of Education;

10 (2) a beginning secondary school that has an average
11 graduation rate of less than 60% over the last 3 school
12 years; or

13 (3) a school receiving a school improvement grant under
14 Section 1003(g) of the federal Elementary and Secondary
15 Education Act of 1965.

16 The State Board of Education shall work with a priority
17 district to perform a district needs assessment to determine
18 the district's core functions that are areas of strength and
19 weakness, unless the district is already undergoing a national
20 accreditation process. The results from the district needs
21 assessment shall be used by the district to identify goals and
22 objectives for the district's improvement. The district needs
23 assessment shall include a study of district functions, such as
24 district finance, governance, student engagement, instruction
25 practices, climate, community involvement, and continuous
26 improvement.

1 (b) Beginning in 2015, districts designated as focus
2 districts shall be those that have one or more focus schools.
3 "Focus school" means a school that is contributing to the
4 achievement gaps in this State and is defined as:

5 (1) a school that has one or more subgroups in which
6 the average student performance is at or below the State
7 average for the lowest 10% of student performance in that
8 subgroup; or

9 (2) a school with an average graduation rate of less
10 than 60% and not identified for priority.

11 (105 ILCS 5/2-3.25e-5)

12 Sec. 2-3.25e-5. Two years as priority school ~~on academic~~
13 ~~watch status~~; full-year school plan.

14 (a) In this Section, "school" means any of the following
15 named public schools or their successor name:

16 (1) Dirksen Middle School in Dolton School District
17 149.

18 (2) Diekman Elementary School in Dolton School
19 District 149.

20 (3) Caroline Sibley Elementary School in Dolton School
21 District 149.

22 (4) Berger-Vandenberg Elementary School in Dolton
23 School District 149.

24 (5) Carol Moseley Braun School in Dolton School
25 District 149.

1 (6) New Beginnings Learning Academy in Dolton School
2 District 149.

3 (7) McKinley Junior High School in South Holland School
4 District 150.

5 (8) Greenwood Elementary School in South Holland
6 School District 150.

7 (9) McKinley Elementary School in South Holland School
8 District 150.

9 (10) Eisenhower School in South Holland School
10 District 151.

11 (11) Madison School in South Holland School District
12 151.

13 (12) Taft School in South Holland School District 151.

14 (13) Wolcott School in Thornton School District 154.

15 (14) Memorial Junior High School in Lansing School
16 District 158.

17 (15) Oak Glen Elementary School in Lansing School
18 District 158.

19 (16) Lester Crawl Primary Center in Lansing School
20 District 158.

21 (17) Brookwood Junior High School in Brookwood School
22 District 167.

23 (18) Brookwood Middle School in Brookwood School
24 District 167.

25 (19) Hickory Bend Elementary School in Brookwood
26 School District 167.

1 (20) Medgar Evers Primary Academic Center in Ford
2 Heights School District 169.

3 (21) Nathan Hale Elementary School in Sunnybrook
4 School District 171.

5 (22) Ira F. Aldridge Elementary School in City of
6 Chicago School District 299.

7 (23) William E.B. DuBois Elementary School in City of
8 Chicago School District 299.

9 (b) If, after 2 years following its identification as a
10 priority school under Section 2-3.25d-5 of this Code ~~placement~~
11 ~~on academic watch status~~, a school remains a priority school ~~on~~
12 ~~academic watch status~~, then, subject to federal appropriation
13 money being available, the State Board of Education shall allow
14 the school board to opt into the process of operating that
15 school on a pilot, full-year school plan, approved by the State
16 Board of Education, upon expiration of its teachers' current
17 collective bargaining agreement until the expiration of the
18 next collective bargaining agreement. A school board must
19 notify the State Board of Education of its intent to opt into
20 the process of operating a school on a pilot, full-year school
21 plan.

22 (Source: P.A. 98-1155, eff. 1-9-15.)

23 (105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)
24 Sec. 2-3.25f. State interventions.

25 (a) The State Board of Education shall provide technical

1 assistance to assist with the development and implementation of
2 School and District Improvement Plans.

3 Schools or school districts that fail to make reasonable
4 efforts to implement an approved Improvement Plan may suffer
5 loss of State funds by school district, attendance center, or
6 program as the State Board of Education deems appropriate.

7 (a-5) (Blank).

8 (b) Beginning in 2017, if ~~if~~ after 3 years following its
9 identification as a priority district under Section 2-3.25d-5
10 of this Code, a district does not make progress as measured by
11 a reduction in achievement gaps commensurate with the targets
12 in this State's approved accountability plan with the U.S.
13 Department of Education ~~placement on academic watch status a~~
14 ~~school district or school remains on academic watch status,~~
15 then the State Board of Education may (i) change the
16 recognition status of the school district or school to
17 nonrecognized or (ii) authorize the State Superintendent of
18 Education to direct the reassignment of pupils or direct the
19 reassignment or replacement of school district personnel ~~who~~
20 ~~are relevant to the failure to meet adequate yearly progress~~
21 ~~criteria~~. If a school district is nonrecognized in its
22 entirety, it shall automatically be dissolved on July 1
23 following that nonrecognition and its territory realigned with
24 another school district or districts by the regional board of
25 school trustees in accordance with the procedures set forth in
26 Section 7-11 of the School Code. The effective date of the

1 nonrecognition of a school shall be July 1 following the
2 nonrecognition.

3 (b-5) The State Board of Education shall also develop a
4 system to provide assistance and resources to lower performing
5 school districts. At a minimum, the State Board shall identify
6 school districts to receive priority services, to be known as
7 priority districts under Section 2-3.25d-5 of this Code. In
8 addition, the State Board may, by rule, develop other
9 categories of low-performing schools and school districts to
10 receive services.

11 ~~Districts designated as priority districts shall be those~~
12 ~~that fall within one of the following categories:~~

13 ~~(1) Have at least one school that is among the lowest~~
14 ~~performing 5% of schools in this State based on a 3-year~~
15 ~~average, with respect to the performance of the "all~~
16 ~~students" group for the percentage of students meeting or~~
17 ~~exceeding standards in reading and mathematics combined,~~
18 ~~and demonstrate a lack of progress as defined by the State~~
19 ~~Board of Education.~~

20 ~~(2) Have at least one secondary school that has an~~
21 ~~average graduation rate of less than 60% over the last 3~~
22 ~~school years.~~

23 ~~(3) Have at least one school receiving a school~~
24 ~~improvement grant under Section 1003(g) of the federal~~
25 ~~Elementary and Secondary Education Act of 1965.~~

26 ~~The State Board of Education shall work with a priority~~

1 ~~district to perform a district needs assessment to determine~~
2 ~~the district's core functions that are areas of strength and~~
3 ~~weakness, unless the district is already undergoing a national~~
4 ~~accreditation process. The results from the district needs~~
5 ~~assessment shall be used by the district to identify goals and~~
6 ~~objectives for the district's improvement. The district needs~~
7 ~~assessment shall include a study of district functions, such as~~
8 ~~district finance, governance, student engagement, instruction~~
9 ~~practices, climate, community involvement, and continuous~~
10 ~~improvement.~~

11 Based on the results of the district needs assessment under
12 Section 2-3.25d-5 of this Code, the State Board of Education
13 shall work with the district to provide technical assistance
14 and professional development, in partnership with the
15 district, to implement a continuous improvement plan that would
16 increase outcomes for students. The plan for continuous
17 improvement shall be based on the results of the district needs
18 assessment and shall be used to determine the types of services
19 that are to be provided to each priority district. Potential
20 services for a district may include monitoring adult and
21 student practices, reviewing and reallocating district
22 resources, developing a district leadership team, providing
23 access to curricular content area specialists, and providing
24 online resources and professional development.

25 The State Board of Education may require priority districts
26 identified as having deficiencies in one or more core functions

1 of the district needs assessment to undergo an accreditation
2 process as provided in subsection (d) of Section 2-3.25f-5 of
3 this Code.

4 (c) All federal requirements apply to schools and school
5 districts utilizing federal funds under Title I, Part A of the
6 federal Elementary and Secondary Education Act of 1965.

7 (Source: P.A. 97-370, eff. 1-1-12; 98-1155, eff. 1-9-15.)

8 (105 ILCS 5/2-3.136)

9 Sec. 2-3.136. Class size reduction grant programs.

10 (a) A K-3 class size reduction grant program is created.
11 The program shall be implemented and administered by the State
12 Board of Education. From appropriations made for purposes of
13 this Section, the State Board shall award grants to schools
14 that meet the criteria established by this subsection (a) for
15 the award of those grants.

16 Grants shall be awarded pursuant to application. The form
17 and manner of applications and the criteria for the award of
18 grants shall be prescribed by the State Board of Education. The
19 grant criteria as so prescribed, however, shall provide that
20 only those schools that are identified as priority schools
21 under Section 2-3.25d-5 of this Code and ~~on the State Board of~~
22 ~~Education Early Academic Warning List or the academic watch~~
23 ~~list under Section 2-3.25d~~ that maintain grades kindergarten
24 through 3 are grant eligible.

25 Grants awarded to eligible schools under this subsection

1 (a) shall be used and applied by the schools to defray the
2 costs and expenses of operating and maintaining classes in
3 grades kindergarten through 3 with an average class size within
4 a specific grade of no more than 20 pupils. If a school's
5 facilities are inadequate to allow for this specified class
6 size, then a school may use the grant funds for teacher aides
7 instead.

8 (b) A K-3 pilot class size reduction grant program is
9 created. The program shall be implemented and administered by
10 the State Board of Education. From appropriations made for
11 purposes of this subsection (b), the State Board shall award
12 grants to schools that meet the criteria established by this
13 Section for the award of those grants.

14 Grants shall be awarded pursuant to application. The form
15 and manner of application and the criteria for the award of
16 grants shall be prescribed by the State Board of Education.

17 Grants awarded to eligible schools under this subsection
18 (b) shall be used and applied by the schools to defray the
19 costs and expenses of operating and maintaining classes in
20 grades kindergarten through 3 of no more than 15 pupils per
21 teacher per class. A teacher aide may not be used to meet this
22 requirement.

23 (c) If a school board determines that a school is using
24 funds awarded under this Section for purposes not authorized by
25 this Section, then the school board, rather than the school,
26 shall determine how the funds are used.

1 (d) The State Board of Education shall adopt any rules,
2 consistent with the requirements of this Section, that are
3 necessary to implement and administer the class size reduction
4 grant programs.

5 (Source: P.A. 93-814, eff. 7-27-04; 94-566, eff. 1-1-06;
6 94-894, eff. 7-1-06.)

7 (105 ILCS 5/7-8) (from Ch. 122, par. 7-8)

8 Sec. 7-8. Limitation on successive petitions. No
9 territory, nor any part thereof, which is involved in any
10 proceeding to change the boundaries of a school district by
11 detachment from or annexation to such school district of such
12 territory, and which is not so detached nor annexed, shall be
13 again involved in proceedings to change the boundaries of such
14 school district for at least 2 ~~two~~ years after final
15 determination of such first proceeding, unless during that
16 2-year ~~2-year~~ period a petition filed is substantially
17 different than any other previously filed petition during the
18 previous 2 years or if a school district involved is identified
19 as a priority district under Section 2-3.25d-5 of this Code, is
20 placed on ~~academic watch status or~~ the financial watch list by
21 the State Board of Education, or is certified as being in
22 financial difficulty during that 2-year ~~2-year~~ period or if
23 such first proceeding involved a petition brought under Section
24 7-2b of this Article 7.

25 (Source: P.A. 93-470, eff. 8-8-03.)

1 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)
2 Sec. 10-17a. State, school district, and school report
3 cards.

4 (1) By October 31, 2013 and October 31 of each subsequent
5 school year, the State Board of Education, through the State
6 Superintendent of Education, shall prepare a State report card,
7 school district report cards, and school report cards, and
8 shall by the most economic means provide to each school
9 district in this State, including special charter districts and
10 districts subject to the provisions of Article 34, the report
11 cards for the school district and each of its schools.

12 (2) In addition to any information required by federal law,
13 the State Superintendent shall determine the indicators and
14 presentation of the school report card, which must include, at
15 a minimum, the most current data possessed by the State Board
16 of Education related to the following:

17 (A) school characteristics and student demographics,
18 including average class size, average teaching experience,
19 student racial/ethnic breakdown, and the percentage of
20 students classified as low-income; the percentage of
21 students classified as limited English proficiency; the
22 percentage of students who have individualized education
23 plans or 504 plans that provide for special education
24 services; the percentage of students who annually
25 transferred in or out of the school district; the per-pupil

1 operating expenditure of the school district; and the
2 per-pupil State average operating expenditure for the
3 district type (elementary, high school, or unit);

4 (B) curriculum information, including, where
5 applicable, Advanced Placement, International
6 Baccalaureate or equivalent courses, dual enrollment
7 courses, foreign language classes, school personnel
8 resources (including Career Technical Education teachers),
9 before and after school programs, extracurricular
10 activities, subjects in which elective classes are
11 offered, health and wellness initiatives (including the
12 average number of days of Physical Education per week per
13 student), approved programs of study, awards received,
14 community partnerships, and special programs such as
15 programming for the gifted and talented, students with
16 disabilities, and work-study students;

17 (C) student outcomes, including, where applicable, the
18 percentage of students deemed proficient on assessments of
19 ~~meeting as well as exceeding~~ State standards ~~on~~
20 ~~assessments~~, the percentage of students in the eighth grade
21 who pass Algebra, the percentage of students enrolled in
22 post-secondary institutions (including colleges,
23 universities, community colleges, trade/vocational
24 schools, and training programs leading to career
25 certification within 2 semesters of high school
26 graduation), the percentage of students graduating from

1 high school who are college and career ready, ~~the~~
2 ~~percentage of students graduating from high school who are~~
3 ~~career ready,~~ and the percentage of graduates enrolled in
4 community colleges, colleges, and universities who are in
5 one or more courses that the community college, college, or
6 university identifies as a developmental ~~remedial~~ course;

7 (D) student progress, including, where applicable, the
8 percentage of students in the ninth grade who have earned 5
9 credits or more without failing more than one core class, a
10 measure of students entering kindergarten ready to learn, a
11 measure of growth, and the percentage of students who enter
12 high school on track for college and career readiness; ~~and~~

13 (E) the school environment, including, where
14 applicable, the percentage of students with less than 10
15 absences in a school year, the percentage of teachers with
16 less than 10 absences in a school year for reasons other
17 than professional development, leaves taken pursuant to
18 the federal Family Medical Leave Act of 1993, long-term
19 disability, or parental leaves, the 3-year average of the
20 percentage of teachers returning to the school from the
21 previous year, the number of different principals at the
22 school in the last 6 years, 2 or more indicators from any
23 school climate survey selected or approved by the State and
24 administered pursuant to Section 2-3.153 of this Code, with
25 the same or similar indicators included on school report
26 cards for all surveys selected or approved by the State

1 pursuant to Section 2-3.153 of this Code, and the combined
2 percentage of teachers rated as proficient or excellent in
3 their most recent evaluation; ~~and~~

4 (F) a school district's and its individual schools'
5 balanced accountability measure, in accordance with
6 Section 2-3.25a of this Code.

7 The school report card shall also provide information that
8 allows for comparing the current outcome, progress, and
9 environment data to the State average, to the school data from
10 the past 5 years, and to the outcomes, progress, and
11 environment of similar schools based on the type of school and
12 enrollment of low-income, special education, and limited
13 English proficiency students.

14 (3) At the discretion of the State Superintendent, the
15 school district report card shall include a subset of the
16 information identified in paragraphs (A) through (E) of
17 subsection (2) of this Section, as well as information relating
18 to the operating expense per pupil and other finances of the
19 school district, and the State report card shall include a
20 subset of the information identified in paragraphs (A) through
21 (E) of subsection (2) of this Section.

22 (4) Notwithstanding anything to the contrary in this
23 Section, in consultation with key education stakeholders, the
24 State Superintendent shall at any time have the discretion to
25 amend or update any and all metrics on the school, district, or
26 State report card.

1 (5) Annually, no more than 30 calendar days after receipt
2 of the school district and school report cards from the State
3 Superintendent of Education, each school district, including
4 special charter districts and districts subject to the
5 provisions of Article 34, shall present such report cards at a
6 regular school board meeting subject to applicable notice
7 requirements, post the report cards on the school district's
8 Internet web site, if the district maintains an Internet web
9 site, make the report cards available to a newspaper of general
10 circulation serving the district, and, upon request, send the
11 report cards home to a parent (unless the district does not
12 maintain an Internet web site, in which case the report card
13 shall be sent home to parents without request). If the district
14 posts the report card on its Internet web site, the district
15 shall send a written notice home to parents stating (i) that
16 the report card is available on the web site, (ii) the address
17 of the web site, (iii) that a printed copy of the report card
18 will be sent to parents upon request, and (iv) the telephone
19 number that parents may call to request a printed copy of the
20 report card.

21 (6) Nothing contained in this amendatory Act of the 98th
22 General Assembly repeals, supersedes, invalidates, or
23 nullifies final decisions in lawsuits pending on the effective
24 date of this amendatory Act of the 98th General Assembly in
25 Illinois courts involving the interpretation of Public Act
26 97-8.

1 (Source: P.A. 97-671, eff. 1-24-12; 98-463, eff. 8-16-13;
2 98-648, eff. 7-1-14.)

3 (105 ILCS 5/10-29)

4 Sec. 10-29. Remote educational programs.

5 (a) For purposes of this Section, "remote educational
6 program" means an educational program delivered to students in
7 the home or other location outside of a school building that
8 meets all of the following criteria:

9 (1) A student may participate in the program only after
10 the school district, pursuant to adopted school board
11 policy, and a person authorized to enroll the student under
12 Section 10-20.12b of this Code determine that a remote
13 educational program will best serve the student's
14 individual learning needs. The adopted school board policy
15 shall include, but not be limited to, all of the following:

16 (A) Criteria for determining that a remote
17 educational program will best serve a student's
18 individual learning needs. The criteria must include
19 consideration of, at a minimum, a student's prior
20 attendance, disciplinary record, and academic history.

21 (B) Any limitations on the number of students or
22 grade levels that may participate in a remote
23 educational program.

24 (C) A description of the process that the school
25 district will use to approve participation in the

1 remote educational program. The process must include
2 without limitation a requirement that, for any student
3 who qualifies to receive services pursuant to the
4 federal Individuals with Disabilities Education
5 Improvement Act of 2004, the student's participation
6 in a remote educational program receive prior approval
7 from the student's individualized education program
8 team.

9 (D) A description of the process the school
10 district will use to develop and approve a written
11 remote educational plan that meets the requirements of
12 subdivision (5) of this subsection (a).

13 (E) A description of the system the school district
14 will establish to calculate the number of clock hours a
15 student is participating in instruction in accordance
16 with the remote educational program.

17 (F) A description of the process for renewing a
18 remote educational program at the expiration of its
19 term.

20 (G) Such other terms and provisions as the school
21 district deems necessary to provide for the
22 establishment and delivery of a remote educational
23 program.

24 (2) The school district has determined that the remote
25 educational program's curriculum is aligned to State
26 learning standards and that the program offers instruction

1 and educational experiences consistent with those given to
2 students at the same grade level in the district.

3 (3) The remote educational program is delivered by
4 instructors that meet the following qualifications:

5 (A) they are certificated under Article 21 of this
6 Code;

7 (B) they meet applicable highly qualified criteria
8 under the federal No Child Left Behind Act of 2001; and

9 (C) they have responsibility for all of the
10 following elements of the program: planning
11 instruction, diagnosing learning needs, prescribing
12 content delivery through class activities, assessing
13 learning, reporting outcomes to administrators and
14 parents and guardians, and evaluating the effects of
15 instruction.

16 (4) During the period of time from and including the
17 opening date to the closing date of the regular school term
18 of the school district established pursuant to Section
19 10-19 of this Code, participation in a remote educational
20 program may be claimed for general State aid purposes under
21 Section 18-8.05 of this Code on any calendar day,
22 notwithstanding whether the day is a day of pupil
23 attendance or institute day on the school district's
24 calendar or any other provision of law restricting
25 instruction on that day. If the district holds year-round
26 classes in some buildings, the district shall classify each

1 student's participation in a remote educational program as
2 either on a year-round or a non-year-round schedule for
3 purposes of claiming general State aid. Outside of the
4 regular school term of the district, the remote educational
5 program may be offered as part of any summer school program
6 authorized by this Code.

7 (5) Each student participating in a remote educational
8 program must have a written remote educational plan that
9 has been approved by the school district and a person
10 authorized to enroll the student under Section 10-20.12b of
11 this Code. The school district and a person authorized to
12 enroll the student under Section 10-20.12b of this Code
13 must approve any amendment to a remote educational plan.
14 The remote educational plan must include, but is not
15 limited to, all of the following:

16 (A) Specific achievement goals for the student
17 aligned to State learning standards.

18 (B) A description of all assessments that will be
19 used to measure student progress, which description
20 shall indicate the assessments that will be
21 administered at an attendance center within the school
22 district.

23 (C) A description of the progress reports that will
24 be provided to the school district and the person or
25 persons authorized to enroll the student under Section
26 10-20.12b of this Code.

1 (D) Expectations, processes, and schedules for
2 interaction between a teacher and student.

3 (E) A description of the specific responsibilities
4 of the student's family and the school district with
5 respect to equipment, materials, phone and Internet
6 service, and any other requirements applicable to the
7 home or other location outside of a school building
8 necessary for the delivery of the remote educational
9 program.

10 (F) If applicable, a description of how the remote
11 educational program will be delivered in a manner
12 consistent with the student's individualized education
13 program required by Section 614(d) of the federal
14 Individuals with Disabilities Education Improvement
15 Act of 2004 or plan to ensure compliance with Section
16 504 of the federal Rehabilitation Act of 1973.

17 (G) A description of the procedures and
18 opportunities for participation in academic and
19 extra-curricular activities and programs within the
20 school district.

21 (H) The identification of a parent, guardian, or
22 other responsible adult who will provide direct
23 supervision of the program. The plan must include an
24 acknowledgment by the parent, guardian, or other
25 responsible adult that he or she may engage only in
26 non-teaching duties not requiring instructional

1 judgment or the evaluation of a student. The plan shall
2 designate the parent, guardian, or other responsible
3 adult as non-teaching personnel or volunteer personnel
4 under subsection (a) of Section 10-22.34 of this Code.

5 (I) The identification of a school district
6 administrator who will oversee the remote educational
7 program on behalf of the school district and who may be
8 contacted by the student's parents with respect to any
9 issues or concerns with the program.

10 (J) The term of the student's participation in the
11 remote educational program, which may not extend for
12 longer than 12 months, unless the term is renewed by
13 the district in accordance with subdivision (7) of this
14 subsection (a).

15 (K) A description of the specific location or
16 locations in which the program will be delivered. If
17 the remote educational program is to be delivered to a
18 student in any location other than the student's home,
19 the plan must include a written determination by the
20 school district that the location will provide a
21 learning environment appropriate for the delivery of
22 the program. The location or locations in which the
23 program will be delivered shall be deemed a long
24 distance teaching reception area under subsection (a)
25 of Section 10-22.34 of this Code.

26 (L) Certification by the school district that the

1 plan meets all other requirements of this Section.

2 (6) Students participating in a remote educational
3 program must be enrolled in a school district attendance
4 center pursuant to the school district's enrollment policy
5 or policies. A student participating in a remote
6 educational program must be tested as part of all
7 assessments administered by the school district pursuant
8 to Section 2-3.64a-5 of this Code at the attendance center
9 in which the student is enrolled and in accordance with the
10 attendance center's assessment policies and schedule. The
11 student must be included within all ~~adequate yearly~~
12 ~~progress and other~~ accountability determinations for the
13 school district and attendance center under State and
14 federal law.

15 (7) The term of a student's participation in a remote
16 educational program may not extend for longer than 12
17 months, unless the term is renewed by the school district.
18 The district may only renew a student's participation in a
19 remote educational program following an evaluation of the
20 student's progress in the program, a determination that the
21 student's continuation in the program will best serve the
22 student's individual learning needs, and an amendment to
23 the student's written remote educational plan addressing
24 any changes for the upcoming term of the program.

25 (b) A school district may, by resolution of its school
26 board, establish a remote educational program.

1 (c) Clock hours of instruction by students in a remote
2 educational program meeting the requirements of this Section
3 may be claimed by the school district and shall be counted as
4 school work for general State aid purposes in accordance with
5 and subject to the limitations of Section 18-8.05 of this Code.

6 (d) The impact of remote educational programs on wages,
7 hours, and terms and conditions of employment of educational
8 employees within the school district shall be subject to local
9 collective bargaining agreements.

10 (e) The use of a home or other location outside of a school
11 building for a remote educational program shall not cause the
12 home or other location to be deemed a public school facility.

13 (f) A remote educational program may be used, but is not
14 required, for instruction delivered to a student in the home or
15 other location outside of a school building that is not claimed
16 for general State aid purposes under Section 18-8.05 of this
17 Code.

18 (g) School districts that, pursuant to this Section, adopt
19 a policy for a remote educational program must submit to the
20 State Board of Education a copy of the policy and any
21 amendments thereto, as well as data on student participation in
22 a format specified by the State Board of Education. The State
23 Board of Education may perform or contract with an outside
24 entity to perform an evaluation of remote educational programs
25 in this State.

26 (h) The State Board of Education may adopt any rules

1 necessary to ensure compliance by remote educational programs
2 with the requirements of this Section and other applicable
3 legal requirements.

4 (Source: P.A. 97-339, eff. 8-12-11; 98-972, eff. 8-15-14.)

5 (105 ILCS 5/11E-120)

6 Sec. 11E-120. Limitation on successive petitions.

7 (a) No affected district shall be again involved in
8 proceedings under this Article for at least 2 years after a
9 final non-procedural determination of the first proceeding,
10 unless during that 2-year ~~2-year~~ period a petition filed is
11 substantially different than any other previously filed
12 petition during the previous 2 years or if an affected district
13 is identified as a priority district under Section 2-3.25d-5 of
14 this Code, is placed on ~~academic watch status or~~ the financial
15 watch list by the State Board of Education, or is certified as
16 being in financial difficulty during that 2-year ~~2-year~~ period.

17 (b) Nothing contained in this Section shall be deemed to
18 limit or restrict the ability of an elementary district to join
19 an optional elementary unit district in accordance with the
20 terms and provisions of subsection (d) of Section 11E-30 of
21 this Code.

22 (Source: P.A. 94-1019, eff. 7-10-06.)

23 (105 ILCS 5/21B-70)

24 Sec. 21B-70. Illinois Teaching Excellence Program.

1 (a) As used in this Section:

2 "Poverty or low-performing school" means a school
3 identified as a priority school under Section 2-3.25d-5 of this
4 Code ~~in academic early warning status or academic watch status~~
5 or a school in which 50% or more of its students are eligible
6 for free or reduced-price school lunches.

7 "Qualified educator" means a teacher or school counselor
8 currently employed in a school district who is in the process
9 of obtaining certification through the National Board for
10 Professional Teaching Standards or who has completed
11 certification and holds a current Professional Educator
12 License with a National Board for Professional Teaching
13 Standards designation or a retired teacher or school counselor
14 who holds a Professional Educator License with a National Board
15 for Professional Teaching Standards designation.

16 (b) Beginning on July 1, 2011, any funds appropriated for
17 the Illinois Teaching Excellence Program must be used to
18 provide monetary assistance and incentives for qualified
19 educators who are employed by school districts and who have or
20 are in the process of obtaining licensure through the National
21 Board for Professional Teaching Standards. The goal of the
22 program is to improve instruction and student performance.

23 The State Board of Education shall allocate an amount as
24 annually appropriated by the General Assembly for the Illinois
25 Teaching Excellence Program for (i) application fees for each
26 qualified educator seeking to complete certification through

1 the National Board for Professional Teaching Standards, to be
2 paid directly to the National Board for Professional Teaching
3 Standards, and (ii) incentives for each qualified educator to
4 be distributed to the respective school district. The school
5 district shall distribute this payment to each eligible teacher
6 or school counselor as a single payment.

7 The State Board of Education's annual budget must set out
8 by separate line item the appropriation for the program. Unless
9 otherwise provided by appropriation, qualified educators are
10 eligible for monetary assistance and incentives outlined in
11 subsection (c) of this Section.

12 (c) When there are adequate funds available, monetary
13 assistance and incentives shall include the following:

14 (1) A maximum of \$2,000 towards the application fee for
15 up to 750 teachers or school counselors in a poverty or
16 low-performing school who apply on a first-come,
17 first-serve basis for National Board certification.

18 (2) A maximum of \$2,000 towards the application fee for
19 up to 250 teachers or school counselors in a school other
20 than a poverty or low-performing school who apply on a
21 first-come, first-serve basis for National Board
22 certification. However, if there were fewer than 750
23 individuals supported in item (1) of this subsection (c),
24 then the number supported in this item (2) may be increased
25 as such that the combination of item (1) of this subsection
26 (c) and this item (2) shall equal 1,000 applicants.

1 (3) A maximum of \$1,000 towards the National Board for
2 Professional Teaching Standards' renewal application fee.

3 (4) (Blank).

4 (5) An annual incentive equal to \$1,500, which shall be
5 paid to each qualified educator currently employed in a
6 school district who holds both a National Board for
7 Professional Teaching Standards designation and a current
8 corresponding certificate issued by the National Board for
9 Professional Teaching Standards and who agrees, in
10 writing, to provide at least 30 hours of mentoring or
11 National Board for Professional Teaching Standards
12 professional development or both during the school year to
13 classroom teachers or school counselors, as applicable.
14 Funds must be dispersed on a first-come, first-serve basis,
15 with priority given to poverty or low-performing schools.
16 Mentoring shall include, either singly or in combination,
17 the following:

18 (A) National Board for Professional Teaching
19 Standards certification candidates.

20 (B) National Board for Professional Teaching
21 Standards re-take candidates.

22 (C) National Board for Professional Teaching
23 Standards renewal candidates.

24 (D) (Blank).

25 Funds may also be used for instructional leadership
26 training for qualified educators interested in supporting

1 implementation of the Illinois Learning Standards or teaching
2 and learning priorities of the State Board of Education or
3 both.

4 (Source: P.A. 97-607, eff. 8-26-11; 98-646, eff. 7-1-14.)

5 Section 10. The School Breakfast and Lunch Program Act is
6 amended by changing Section 2.5 as follows:

7 (105 ILCS 125/2.5)

8 Sec. 2.5. Breakfast incentive program. The State Board of
9 Education shall fund a breakfast incentive program comprised of
10 the components described in paragraphs (1), (2), and (3) of
11 this Section, provided that a separate appropriation is made
12 for the purposes of this Section. The State Board of Education
13 may allocate the appropriation among the program components in
14 whatever manner the State Board of Education finds will best
15 serve the goal of increasing participation in school breakfast
16 programs. If the amount of the appropriation allocated under
17 paragraph (1), (2), or (3) of this Section is insufficient to
18 fund all claims submitted under that particular paragraph, the
19 claims under that paragraph shall be prorated.

20 (1) Additional funding incentive. The State Board of
21 Education may reimburse each sponsor of a school breakfast
22 program at least an additional \$0.10 for each free,
23 reduced-price, and paid breakfast served over and above the
24 number of such breakfasts served in the same month during

1 the preceding year.

2 (2) Start-up incentive. The State Board of Education
3 may make grants to school boards and welfare centers that
4 agree to start a school breakfast program in one or more
5 schools or other sites. First priority for these grants
6 shall be given through August 15 to schools in which 40% or
7 more of their students are eligible for free and reduced
8 price meals, based on the school district's previous year's
9 October claim, under the National School Lunch Act (42
10 U.S.C. 1751 et seq.). Depending on the availability of
11 funds and the rate at which funds are being utilized, the
12 State Board of Education is authorized to allow additional
13 schools or other sites to receive these grants in the order
14 in which they are received by the State Board of Education.
15 The amount of the grant shall be \$3,500 for each qualifying
16 school or site in which a school breakfast program is
17 started. The grants shall be used to pay the start-up costs
18 for the school breakfast program, including equipment,
19 supplies, and program promotion, but shall not be used for
20 food, labor, or other recurring operational costs.
21 Applications for the grants shall be made to the State
22 Board of Education on forms designated by the State Board
23 of Education. Any grantee that fails to operate a school
24 breakfast program for at least 3 years after receipt of a
25 grant shall refund the amount of the grant to the State
26 Board of Education.

1 (3) Non-traditional breakfast incentive. Understanding
2 that there are barriers to implementing a school breakfast
3 program in a traditional setting such as in a cafeteria,
4 the State Board of Education may make grants to school
5 boards and welfare centers to offer the school breakfast
6 program in non-traditional settings or using
7 non-traditional methods. Priority will be given to
8 applications through August 15 of each year from schools
9 that are identified as priority schools under Section
10 2-3.25d-5 of the School Code ~~on the Early Academic Warning~~
11 ~~List~~. Depending on the availability of funds and the rate
12 at which funds are being utilized, the State Board of
13 Education is authorized to allow additional schools or
14 other sites to receive these grants in the order in which
15 they are received by the State Board of Education.

16 (Source: P.A. 96-158, eff. 8-7-09.)

17 (105 ILCS 5/2-3.25m rep.)

18 Section 15. The School Code is amended by repealing Section
19 2-3.25m.

20 Section 99. Effective date. This Act takes effect July 1,
21 2015.